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INVESTIGATING THE EFFECTS OF SOCIAL CAPITAL AND INFORMATION TECHNOLOGY ON KNOWLEDGE SHARING INTENTION AND KNOWLEDGE SHARING BEHAVIOR AMONG EMPLOYEES IN THAI NGUYEN UNIVERSITY

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SUMMARY

In universities, knowledge sharing through working and teaching supports innovation, social and cultural organization, as well as supports learning through teaching and research training programs. Therefore, how to share the knowledge in universities effectively to create maximum value is becoming the concern of many universities. Based on previous empirical researches, this study emphasizes the importance of social capital and information technology as the antecedents of Knowledge sharing. For this purpose, Confirmative Factor Analysis and Multiple regression analysis have been performed. The study confirms that social capital and IT significantly contributes to knowledge sharing.

Keywords: *social interaction, trust, identification, reciprocity, shared language, shared vision, information technology, knowledge sharing intention and knowledge sharing behavior.*

INTRODUCTION

Universities are knowledge intensive environments, and play a central role in knowledge creation through research, and in knowledge dissemination through publication. They also play a critical role in knowledge transfer through working with businesses and other organizations to support innovation, and social and cultural enterprise, as well as supporting learning through their teaching and research training programs. Thus, how to share the knowledge in universities effectively to create maximum value is becoming the concern of many universities in the world in general and Vietnam in particular.

The overall objective of this study is to understand knowledge sharing behavior in Thai Nguyen University, Vietnam. Therefore, this study was conducted for the following particular purposes: (1) To examine inference effect of Social interaction, Trust, Identification, Reciprocity, Shared language, shared vision on knowledge sharing intention. (2) To examine inference effect of information technology on knowledge sharing intention. (3) To examine inference effect of

knowledge sharing intention on knowledge sharing behavior.

THEORETICAL BACKGROUND AND RESEARCH HYPOTHESES

Knowledge management can be defined as the collection of processes that govern the creation, dissemination, and utilization of knowledge [1]. It involves creation of supportive organizational structures, facilitation of organizational members, putting IT instruments with emphasis on teamwork and diffusion of knowledge into place. Knowledge management among employees represents attempts and contributions towards creating an organizational knowledge database – and is attracting growing interest on the part of both practitioners and researchers alike [3]. In an environment of organizational sharing knowledge management system can readily save time and money for both providers and users of knowledge [10]. Sharing knowledge throughout an organization has intuitive appeal. If organizational members share valuable information freely with other members, the organization's responsiveness and effectiveness can be greatly augmented by preventing those members to repeatedly

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solve the same problems. In an environment of organizational sharing knowledge management system can readily save time and money for both providers and users of knowledge [10]. Knowledge sharing within team creates the long-presumed benefits of teams such as higher labor productivity, a flatter management structure and reduced employee turnover.

Knowledge is socially embedded in the context where it creates and that makes sense. Thus, knowledge sharing is not stimulated by imposing structures and tools but by rich social interaction and its immersion in practice [7]. There are many empirical researches investigating the antecedents of knowledge sharing intention using social dimensions. The awareness of each other emotions, that is the social interactions characteristic of employees, leads to stronger relationships between them, thus fostering the level of knowledge sharing intention. The social capital theory suggests that social capital, the network of relationships possessed by an individual or a social network and the set of resources embedded within it, strongly influence the extent to which interpersonal knowledge sharing occurs. Individuals' behavior is a product of their social network [2]. Through close social interactions, individuals are able to increase the depth, breadth, and efficiency of mutual knowledge exchange social capital has been conceptualized as the sum of the assets or resources embedded in the networks of relationships between individuals, communities, networks, or societies. Social capital is the "sum of actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit [6]. The study is based on social capital theory to investigate the influence of the expectations and the results of a three-dimensional aspect of social capital on knowledge sharing [11].

Social interactions positively contribute to their ability to be socially effective, and to a

better understanding and handling of their relationships at work [5]. The awareness of each other emotions, that is the social interactions characteristic of employees, leads to stronger relationships between them, thus fostering the level of knowledge sharing intention. In addition, Good interaction between employees is argued to positively influence the knowledge sharing process, as individuals' self-confidence triggers their ability to freely express new ideas and perspectives to others.

Hypothesis 1: Social interaction has a significant and positive effect on knowledge sharing intention.

Chiu pointed out that trust increases knowledge sharing via reducing one's fear of losing his/her unique value and improving one's willingness to contribute knowledge through codifications or oral discussions [4]. The importance of trust in general, and trust in management on knowledge sharing intention, and further argued that trust increases knowledge sharing via reducing one's fear of losing his/her unique value and improving one's willingness to contribute knowledge through codifications or oral discussions [12]. Clearly, trust at workplaces encourages cooperative behaviors, such as sharing knowledge, among people.

Hypothesis 2: Trust has a significant and positive effect on knowledge sharing intention.

Reciprocity can be defined as a social dynamic whereby persons give, receive, and return. Reciprocity is regarded as a benefit that individuals gain from social exchange. In the present research, reciprocity is defined as the exchange of information and knowledge, which is mutual and fair. In other words, both parties involved in this relationship consider this exchange of knowledge as fair and just. Kim, Lee and Olson (2006) ran a simulation model and found out that the higher level of reciprocity, the more knowledge will be shared [9]. Knowledge sharing is also facilitated by a strong sense of reciprocity: favors given and received and a strong sense of fairness. If the invested efforts in

knowledge sharing can be reciprocated, members are motivated to contribute more

Hypothesis 3: Reciprocity has a significant and positive effect on knowledge sharing intention.

When identification is strong, the cost of sharing knowledge may not be a concern because the concern of organizational outcomes may dominate the behavior of knowledge sharing. Therefore, identification is viewed as an important contextual factor affecting knowledge contribution. Identification with a group or collective enhances concern for collective processes and outcomes, thus increasing the chances that the opportunities for exchange will be recognized. Identification, therefore, acts as a resource influencing both the anticipation of value to be achieved through combinations and exchanges of knowledge sharing [8].

Hypothesis 4: Identification has a significant and positive effect on knowledge sharing intention.

Shared language facilitates people's ability to gain access to people and their information and shared language provides a common conceptual apparatus for evaluating the likely benefits of exchange and combination. Shared language not only helps share ideas but also enhances the efficiency of communication between people with similar background or practical experience [4]. Language has a direct and important function in social relation, for it is the means by which people discuss and exchange information, ask questions, and conduct business in society.

Hypothesis 5: Shared language has a significant and positive effect on knowledge sharing intention.

Shared vision consists of common goals and ambitions of the members of a social network. Common understanding about the ways of interaction leads to more and better opportunities for resource sharing without any misunderstanding. The common goals help the network members in visualizing the benefits of these exchanges. Hence the shared

vision amongst the network members, leads to sharing of resource [13]. Shared goals, interests, visions in a community facilitate them in understanding the meaning of knowledge sharing [4].

Hypothesis 6: Shared vision has a significant and positive effect on knowledge sharing intention.

Information technology (IT) use and knowledge sharing are closely linked, because IT can enable rapid search, access and retrieval of information, and can support communication and collaboration among organizational employees [7]. Effective knowledge management requires employees sharing their knowledge through IT facilities, because IT can provide communication channels for obtaining knowledge, correcting flow processes, and identifying the location of knowledge carriers and requesters.

Hypothesis 7: IT has a significant and positive effect on knowledge sharing intention.

Theory of reasoned action (TRA) study have shown that TRA theory is successful model in forecasting intention to knowledge sharing behavior. The strong positive relationship reported here between the intention to share knowledge and actual behavior of knowledge sharing. Theory of reasoned action (TRA) study have shown that TRA theory is successful model in forecasting intention to knowledge sharing behavior [12].

Hypothesis 8: Knowledge sharing intention has a significant and positive effect on knowledge sharing behavior.

MEASUREMENT AND METHODOLOGY

In order to test the proposed hypotheses, the research used measurement items found in related studies. Definitions of these constructs and items are summarized in Table 1. The proposed hypotheses were then empirically tested by developing and using a questionnaire. For all the measurement items, a seven-point Likert scale was adopted, with anchors ranging from strongly disagree (1) to strongly agree (7). 150 usable respondents are used in this research.

Table 1. *Definition of research constructs*

Constructs	Definitions of this study	Items
Social interaction	Configurations of linkages between people and units	3
Trust	The belief that the “results of somebody’s intended action will be appropriate from our point of view	4
Reciprocity	Actions that are contingent on rewarding reactions from others, and that cease when these expected reactions are not forth coming	3
Identification	An identity based on the interests when individual’s interests merge with organization’s interests	4
Shared language	Distinctive vocabulary and terms which participants understand commonly so as to facilitate communication in a virtual community	3
Shared vision	Common goals and ambitions of the members of a social network.	3
IT	How the organization uses these technologies to manage its information effectively	5
Knowledge sharing intention	The extent to which staffs and lecturers believe they will adapt knowledge sharing actions.	4
Knowledge sharing behavior.	Behavior’s set which involve exchanging of information or assistance with others.	4

After data collection, we performed three analyses:

Step 1: Reliability analysis: Measurement reliability indicates consistency of responses to a set of questionnaires designed which measure the conceptual framework. This analysis has purpose to examine the level measurement scale of individual items in the questionnaire whether it is consistent or not and to evaluate the degree of correlation between observed variables in the research model. If the Cronbach α is greater than 0.7, it means that it has high reliability; however, if the Cronbach α is between 0.5 and 0.7 that means the internal consistency of the factor should be accepted.

Step 2: Use the Confirmatory Factor Analysis (CFA) model to test the factors that influence and identify factors that are supposed to be consistent with the model. It is necessary to construct items that reflect the meaning associated with each dimension and sub-dimension. Convergent validity test whether each item and factor loadings of constructs is significant or not. If the coefficient of convergent is higher than 0.50 means it has high validity.

Step 3: Multivariate linear regression model was used to determine the influence of these

factors on knowledge sharing intention and knowledge sharing behavior.

ANALYSIS AND DISCUSSION

Questionnaire was spread in Thai Nguyen University with 9 colleges and other departments.

As the result of reliability analysis for 11 sub-dimensions of the study, there is no item removed from the questionnaire, all items have a Cronbach’s α over 0.7.

Construct validity refers to whether a scale measures or correlates with a theorized psychological construct. The study used confirmatory factor analysis (CFA) to assess the construct validity of the nine scales with SPSS. From the result, there are nine Eigen values larger than 1. Moreover, Rotated factor pattern result shows that there are nine factors according correctly with the theory were given. The validity test shows that scale measures of each dimension in this theory correlates with a theorized psychological construct.

Finally, the Multiple Regression analysis using SPSS program explored validation for the hypothesis. The causal path between the latent variables in the research hypothesis (H1 to H8) and the analysis results are show in table 2. Eight paths exhibited a p-value less than 0.05.

Furthermore, “Knowledge sharing intention” as the dependent variable, the r^2 value was 0.96; and the “Knowledge sharing behavior” as the dependent variable, the r^2 value was 0.89, It can be regarded Social capital, IT and Knowledge sharing intention; Knowledge sharing intention and Knowledge sharing behavior as having a high degree of support.

Table 2. Results of hypotheses test

Dependent Variable	Independent Variable	H	Standardized path coefficient	t value	p value	Square Multiple Correlation (r^2)
Knowledge sharing intention	Social interaction	H1	0.17	3.97***	0.0001	0.96
	Trust	H2	0.14	2.72**	0.0073	
	Reciprocity	H3	0.15	2.64**	0.0094	
	Identification	H4	0.16	2.33*	0.0210	
	Shared language	H5	0.22	3.51***	0.0006	
	Shared vision	H6	0.11	2.10*	0.0375	
	IT	H7	0.13	2.27*	0.0245	
Knowledge sharing behavior	Knowledge sharing intention	H8	0.91	33.52***	<.0001	0.89

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

CONCLUSION

Knowledge sharing has been identified as the key enabler of knowledge management. This exploratory research attempted to fill the void in the extant research on

Knowledge sharing by investigating the factors influences the knowledge sharing behaviors in Thai Nguyen University. Based on the findings, the study discussed theoretical and practical implications for sharing knowledge in the university. Overall, the results of the study advance prior research in the area of knowledge sharing by shedding light on the determinants of knowledge sharing behavior. The research model deepens our collective understanding of the social capital and IT that induces knowledge sharing behaviors.

The results of the study show a support for the argument that dimensions of social capital and IT leads to knowledge sharing intention. Overall model is also significant (p-value < 0.01) with adjusted R squared of 0.96 for H1 to H7 and adjusted R squared of 0.89 for H8.

The result of this study shows that Social capital including Social interaction, Trust, reciprocity, Identification, Shared language,

Shared vision, IT have positive impact to the knowledge sharing intention and knowledge sharing behavior.

The study findings have significant implications for the education field, especially in universities. This research contributes to an overall conceptual understanding of the nature and the importance of facets of social capital in affecting the knowledge sharing. Outcome expectations can contribute to knowledge sharing to some extent, but it is the social capital factors (e.g., social interaction ties, trust, norm of reciprocity, identification, shared language, and shared vision) that lead to greater level of knowledge sharing. From a pragmatic perspective, the results of the study have many implications for organizations initiating or striving to promote knowledge sharing behaviors through reciprocity, identification, shared language, shared vision, IT. The manager should focus orchestration (harmonization and combination) all of the measurement question items to maximize the effectiveness of social interaction, trust, reciprocity, identification, shared language, shared vision and IT. For the more specific there are some recommendation are the following:

By improving social interaction, knowledge sharing intention and further the knowledge sharing behavior of employees will also be enhanced. The university also holds physical settings and creates opportunities for networking and social exchange through group discussions and projects. These professional groups are also traditionally physically grouped together, in a department or between departments in the university. Overtime, close ties and friendships are established in such environments, starting at young ages. One outcome of the new close ties and friendships is an increased sharing knowledge between the individuals.

To improve trust between employees, the university may understand ways to nurture trust in professional organizations and gave some trust building suggestions and associated managerial actions. Based on this research, the university can enhance trust by holding people accountable for trust that consist of explicitly include measures of trustworthiness in performance evaluations, resist the urge to reward high performers who are not trustworthy and keep publicizing key values such as trust—highlighting both rewarded good examples and punished violations—in multiple forums.

To improve reciprocity, the university should structure the knowledge sharing initiatives in such a way that they support the social concerns employees have for such things as realizing reciprocal benefits. Managers of the university can encourage reciprocity by using extrinsic motivators such as rewards for sharing knowledge.

By improving shared language, knowledge sharing intention and further the knowledge sharing behavior of employees will also be enhanced. The university should improve the common terms, communication pattern and narrative forms in staffs and faculties. Using flowcharts and other boundary objects may help in developing a shared resource, through which project members can have a common language and common reference point.

Management support is important for enhancing shared vision; since management must establish and clarify objectives, encourage workers to participate, and, most importantly, reward workers for their time. One possible method for establishing and ensuring shared vision is to initiate all new projects with clearly explicated goals, with respect to group objectives.

As the results of the study, to improve knowledge sharing behavior, managers of the university should consider how to improve IT system. The university should invest in IT infrastructure such as IT system, IT department to support IT issue. The university also considers to set out certain criteria in the ability to use IT. As such, each employee will have to learn on their own to achieve a certain level. In addition, the university should organize training program for staff so they will have the opportunity to improve their IT knowledge.

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TÓM TẮT

TÁC ĐỘNG CỦA VỐN XÃ HỘI VÀ CÔNG NGHỆ THÔNG TIN ĐẾN DỰ ĐỊNH CHIA SẺ TRI THỨC VÀ HÀNH VI CHIA SẺ TRI THỨC CỦA CÁN BỘ GIẢNG VIÊN TẠI ĐẠI HỌC THÁI NGUYÊN

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Trong các trường đại học, cán bộ, giảng viên chia sẻ tri thức của mình thông qua các hoạt động giảng dạy, hỗ trợ và nghiên cứu. Vì vậy, làm thế nào để chia sẻ kiến thức trong các trường đại học một cách hiệu quả để tạo ra giá trị lớn nhất đang trở thành mối quan tâm của nhiều trường đại học. Dựa trên nghiên cứu thực nghiệm trước đây, nghiên cứu này nhấn mạnh tầm quan trọng của vốn xã hội và công nghệ thông tin là tiền đề của việc chia sẻ kiến thức. Nhằm thực hiện những mục tiêu trên, nghiên cứu phương pháp phân tích nhân tố khẳng định CFA và phân tích hồi quy đa biến. Nghiên cứu này khẳng định rằng vốn xã hội và công nghệ thông tin góp phần đáng kể vào việc chia sẻ tri thức trong môi trường đại học.

Từ khóa: tương tác xã hội, tin tưởng, nhận dạng, sự tương hỗ, ngôn ngữ được chia sẻ, tầm nhìn chung, công nghệ thông tin, ý định chia sẻ tri thức và hành vi chia sẻ tri thức.

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